

Annual Implementation Plan 2020

Improvement Priority 1 – Lifting English Performance

Strategy: School Performance				
Actions	Timeline	Resources	Officer	Targets
<ul style="list-style-type: none"> Analysis and discussion of data – Gather and analyse data from a range of sources to monitor student progress towards Level of Achievement grading. Triangulation of data to ensure consistency of judgement. 	2 x half day/term Intentional Collaboration meetings with Leaders per term	TRS Budget OneSchool Formative and Summative Assessment School Data Plan	Principal HOC Teachers	85% students achieving a C or better in English
<ul style="list-style-type: none"> Analysis of student writing (pre-assessment and summative), including NAPLAN results, is used for moderation and to inform planning, differentiation and pedagogy. 	Twice a term + Cohort check in	Staff & Cluster Meetings SFDs Writing Feedback Guides	Principal HOC Teachers	100% of class teachers engaged in process
<ul style="list-style-type: none"> Explicit Improvement Agenda – Teacher ADPPs are aligned to writing improvement focus and if needed Reading processes. 	APDP finished by end of term 1 Goal check in term 3	Developing Performance Framework	All staff	100% teaching staff have writing goal in ADPP.
Strategy: Teaching Quality				
Actions	Timeline	Resources	Officer	Targets
<ul style="list-style-type: none"> Systematic Curriculum Delivery – Teachers implement unit plans following Whole School Curriculum Plan. 	All terms	School CARP Planning meetings with HOC	HOC Teachers	100% alignment between school CARP and class implementation
<ul style="list-style-type: none"> Systematic Curriculum Delivery - All teachers engaged in moderation cycle for writing. Enhance teacher knowledge of Australian Curriculum - Writing through deepening knowledge of Achievement Standards and curriculum intent through the Moderation Process. 	Each term – Planning meeting (pre-moderation), writing check-in mid-term, post moderation	Staff & Cluster Meetings SFDs	Principal HOC Teachers	100% class teaching staff engagement in moderation cycle for writing.
<ul style="list-style-type: none"> Effective Pedagogical Practices - Reading – Review Classroom practices in the teaching of reading. Mentor/coaching and collegial engagement involving observations and feedback 	Semester One Observations/ Walkthroughs 1/term	Gradual Release of Responsibility Model (GRRM) Comprehension Strategies	Principal HOC John Hatfield Teachers	100% of teachers participate in collegial engagement and feedback
<ul style="list-style-type: none"> Effective Pedagogical Practices – Writing Deepen staff knowledge, understanding and pedagogical practice of the GRRM for writing procedures. 	Semester Two Staff Meetings Observations/ Walkthroughs 1/term	Regional Support – Sue Murphy Gradual Release of Responsibility Model	Principal HOC John Hatfield Teachers	100% of teachers engaged in PD and collegial engagement processes
<ul style="list-style-type: none"> Expert Teaching Team - Provide time for Intentional Collaboration – teachers discuss and plan effective strategies for targeted teaching of writing using data to inform the teaching and learning program aligned to the Australian Curriculum 	Each term (week 5/6 – writing check in at staff meeting)	Writing pre-assessment data “How to Teach Writing” Australian Curriculum	Principal Teachers HOC John Hatfield	100% teachers participate in Collaboration meetings and reflect on student progress
Strategy: Successful Learners – Provide opportunities and conditions for students to improve				
Actions	Timeline	Resources	Officer	Targets
<ul style="list-style-type: none"> Intentional Collaboration Meetings - Analysis of student literacy data to monitor progress and identify target students for early intervention. 	3 x each term	TRS – for teachers to attend meetings School Data Plan	Principal HOC ST:LN Inclusion Teacher Teachers	100% of identified students receive support.
<ul style="list-style-type: none"> Differentiated Teaching and Learning – Teachers plan for and document adjustments to content, process and product to cater for individual learning needs, including ICPs. 	2 x half day/term Intentional Collaboration meetings	Writing pre-assessment feedback sheets Planning documents	All staff	100% unit plans include documentation of differentiation processes 100% completion of ICPs; ISPs; ESPs

<ul style="list-style-type: none"> Learning Goals and Success Criteria – Teachers identify and communicate Writing Success Criteria and students know their learning goals 	Ongoing	Australian Curriculum NCR Anchor Charts and detailed GTMJ's	All Teaching staff Students	100% of classrooms display Writing Success criteria
<ul style="list-style-type: none"> Create inclusive opportunities for all students to reach their potential as successful learners; identify and support all students with assessment processes through differentiation. 	Every day in every classroom	Student Support Meetings Teaching and learning programs Walkthroughs/Observations Targeted Grouping of Students	Principal Teacher	Evidence of adjustments to assessment processes for relevant students.

Strategy: Principal Leadership and Performance – Build Leadership Capacity

Actions	Timeline	Resources	Officer	Targets
<ul style="list-style-type: none"> HOC attends Northern Cluster HOC Moderation Group Meetings. Align expectations across region 	2 x term meetings			
<ul style="list-style-type: none"> Writing PLT lead improvement focus by engaging staff in professional development and learning discussions at sector and cohort meetings. 	Ongoing Staff meetings	SFD Writing PLT members meet fortnightly	Principal HOC PLT	Active English PLT
<ul style="list-style-type: none"> Writing PLT members engage staff in collegial engagement processes, establishing procedure for teaching writing (Gradual Release Model) 	Each term	Walkthroughs Observation and feedback Mentoring	All staff	100% of staff engaged in collegial engagement practices

Strategy: Regional Support – Engage with NCR support to build common practice

Actions	Timeline	Resources	Officer	Targets
<ul style="list-style-type: none"> Engage with NCR offer of PA-TL support for English professional development opportunities and assistance with writing and reading pedagogy and staff professional development at a cluster level. 	Each Term	NCR PA-AC Budget	Principal	100% of teachers use the NCR planning process

Strategy: Local Decision Making – Engage the school community to lift English Achievement

Actions	Timeline	Resources	Officer	Targets
<ul style="list-style-type: none"> The school actively celebrates writing and reading improvement within the school community by providing end of term acknowledgment of most improved English students. 	Ongoing Each term	Newsletters Newspaper articles	All staff	Each class to celebrate achievement of at least 2 students a term.
<ul style="list-style-type: none"> Promote awareness and understanding of the Lifting English Improvement priority to all stakeholders through communication channels – school newsletters, website, EIA, parades. 	Ongoing	Newsletters Parades Community Events	All staff	All students, staff and parents are aware of school priorities.
<ul style="list-style-type: none"> Provide opportunities to share writing and reading pedagogy with parents through scheduled learning opportunities. 	Ongoing	Parent Teacher Interviews Parent Workshops	HOC All staff	Provide 2 parent workshops – one for reading, one for writing

Improvement Priority 2 – Inclusion

Strategy: Developing Strong Systems				
Actions	Timeline	Resources	Officer	Targets
<ul style="list-style-type: none"> Encourage staff participation and engagement with the PBL committee 	Ongoing	PBL Agenda PBL Committee	Principal John Hatfield	Continue with practices already in place.
<ul style="list-style-type: none"> Student Wellbeing and Engagement Officer leading wellbeing and engagement framework including co-ordination of resources and programs. 	Ongoing	Budget DoE Wellbeing Framework	John Hatfield	Increase student attendance Aspirational target of 93%
<ul style="list-style-type: none"> Specific behavioural expectations are defined and collaboratively developed for specific settings (school wide, classroom and distinguishable non-classroom); and linked to the 3-5 school expectations 	Four specific goals each term	OneSchool Data Specific Behaviour Data	John Hatfield	14 goals per year on a 5 week basis
<ul style="list-style-type: none"> RBP review. Collect staff feedback. Adopt, publish and distribute reviewed RBP to staff and community 	End of Term 2 2020	RBP needs to be updated in 2020. This update will be released by EQ.	John Hatfield Leadership Team	End of term 2
<ul style="list-style-type: none"> “Big 5” Data is presented/ summarised in a graphic form to show - Average number of ODR (Office Discipline Referral) per day, per month, What (category), Who (year level), When (time/session), Where (location) so frequency can be used to identify nature of any problems 	Share with staff 2-3 times per term	OneSchool Data Specific Behaviour Data	John Hatfield	2-3 times per term
<ul style="list-style-type: none"> Establish Tier 2 Team to prioritise and co-ordinate support 	On-going	Tier 2 students are discussed in PBL Team Meetings and Leadership Meetings.	PBL and Leadership Team	Continue with practices already in place.
<ul style="list-style-type: none"> Identify students requiring additional support through multiple data sources, teacher/parent request. Ensure referral process is understood and followed by all staff members 	Ongoing	OneSchool Data Student Support Services referral Parent/carer engagement	Student Support Services Committee GO	All students requiring behaviour/additional support have been referred through Student Support Services team
<ul style="list-style-type: none"> Maintain an active student support service team who meet fortnightly and document school processes to respond to students at risk 	Ongoing	Documentation of SSS meetings and referrals	Student Support Services Committee GO	All students requiring behaviour/additional support have been referred through Student Support Services team
<ul style="list-style-type: none"> Work with Chaplaincy Program to co-ordinate student support programs 	Ongoing	Chaplain	Chaplain John Hatfield Principal	
<ul style="list-style-type: none"> Engage with regional PBL service 	Ongoing	Regional PBL	John Hatfield and Greg Cooper	
<ul style="list-style-type: none"> Collect, analyse and triangulate behaviour, attendance and achievement data (One School) to monitor performance and review practice and strategy outcomes. Share data with whole staff. 	Ongoing	Dashboard Student work samples	Leadership Team	At least once a term
<ul style="list-style-type: none"> Seek support from Guidance Officer and leadership team as first responders 	Ongoing	Budget	GO Leadership Team	
Strategy: Successful Learners – Creating safe, supportive environments				
Actions	Timeline	Resources	Officer	Targets
<ul style="list-style-type: none"> Create inclusive opportunities for all students to reach their potential as successful learners, identify and support top students, SWD and at-risk students 	Every Day in every classroom	Student Support Meetings Teaching and learning programs Walkthroughs/Observations	All staff	ICPs; ISPs; ESPs for all eligible students

<ul style="list-style-type: none"> Create an inclusive culture of engaging learning that improves wellbeing and achievement, values diversity and responds to student needs and interests to enable student success in learning. 	Ongoing	Classroom Differentiation Plans Classroom Goal Setting Learning Sprints	All staff	Wellbeing Framework for Yandina State School
<ul style="list-style-type: none"> Review Yandina SS attendance policy and alignment with DoE policy 	Term 1	Admin team Wellbeing Team Family and Child Connect (for connecting families with support agencies)	Wellbeing Team Admin Staff	Increase student attendance to 93% Decrease the number of students attending less than 85% to less than 15% of students (20% in 2019)
<ul style="list-style-type: none"> Provide health and wellbeing learning opportunities for students through Health curriculum. 	All year	Australian Curriculum C2C Resources	HOC PE teacher Teachers	Full Implementation of health curriculum in Sem 1 2020

Strategy: Build Teacher Quality

Actions	Timeline	Resources	Officer	Targets
<ul style="list-style-type: none"> Implement PBL induction processes for new staff. 	Term 1	Yandina PBL Policy	John Hatfield	100% staff understand school PBL procedures
<ul style="list-style-type: none"> Provide regular PD to all staff that reinforces an understanding of the needs of diverse learners 	Ongoing	Classroom Differentiation Plans	Donna Adams HOC	Presentations at minimum 1 staff meetings/term
<ul style="list-style-type: none"> Continue to support the regional trial of classroom PBL in selected classes. Promote this throughout the staff. 	Term 2/3	Classroom PBL resources – Lorna Hepburn Walkthroughs/observations	Principal HOC John Hatfield	Engagement of staff in Classroom PBL processes

Strategy: Local Decision Making - Engage the school community to assist students

Actions	Timeline	Resources	Officer	Targets
<ul style="list-style-type: none"> School community groups well informed of the expectations, resource and programs offered in the school through P&C Meetings, newsletters, Facebook and the school website. 	Ongoing	AA-EP	Admin staff Leadership Team	Increase Yandina SS community profile
<ul style="list-style-type: none"> Access school community resources (Physical and human) to create activities that support diverse learners eg. Before school reading, skateboarding, arts classes 	Ongoing	Community groups/members	Lead Team	Continue to build engagement with community supports.
<ul style="list-style-type: none"> Maintain and expand special days relating to school and community needs, values, cultures and traditions. i.e. Cybersafety, parenting workshops, Grandparents day, Experience Yandina, Indigenous activities 	Ongoing	Community groups/members	Lead Team All staff	
<ul style="list-style-type: none"> Provide opportunities for families and community to engage in training, collaboration, and information sessions eg. ATSI Parent Group, SEP parent group 	Ongoing	Community groups/members	Lead Team All staff	Active parent groups engaged in worthwhile events
<ul style="list-style-type: none"> Increase visibility of local support services to families in need 	Ongoing	FACC (Families and Child Communities) Intensive Family Services	Lead Team	
<ul style="list-style-type: none"> Responding positively to the needs of different groups within the school community (Breakfast/Lunch Club, Active Kids Program, school clubs) 	Ongoing	Food Bank Services Lunchtime activities Teachers	All staff	Implement Specific programs to support targeted students Decrease in student behaviour referrals



Michael Cookman
Principal



P and C / School Council
Allison Bunney



Assistant Regional Director
Tony Roberts